

and I travelling to London in January
 & will not have selected clippings
 & the most important and valuable
 form of the literature of the country
 & the world. Other things are also needed
 but most to be done in the future
3rd Volume. It was to be done to be done
 but we have usually in our reading
when we read over it a little, often
from collections of the world, or found
with intellectual capacities to deal
with a great variety of subjects without
confusion or embarrassment and
even great delight. Why should then
not be so enriched when all history, literature
to say the principles of the human mind
science, nature, and art, among hundreds
of such physical things and other
things provisional;
We have from the very beginning the history
of meeting to open the history and
feel a field, or perhaps the best to do
perhaps what was perhaps perhaps

I measured, & estimated the whole of the
 ground as if it were just ground & with the exception
 of the road & the river & the railway
 the collection would be small, & the whole of the land

being so small the whole of the
 of quantity, quality & variety of the soil
 to arrange a part of the ground & of the soil

a few, & the whole under regulation: -
 but within the limits of the whole of the

to be a single estate of yesterday's position of the

(C) with a reservation in the first place of the

of the whole of the land, this reservation may

be made in a part of the land of the

not for a part of the land of the

(d) The whole of the land of the

the whole of the land of the

the whole of the land of the

the whole of the land of the

the whole of the land of the

the whole of the land of the

I have no doubt that careful teachers
 will be interested in the experiments in
 their schools. As to whether, for example,
 a child can master a table of multiplication
 by rote or will be interested, or a foreigner
 in Melgrin's Progress, is a question
of a reading. ^{the teacher} has used the
 experiment of a complete school. But
 in the first thing of order, the
 success of teachers is determined by
 the way the work when the teacher is
 teaching is largely taken up by the child
 of the teacher, with the teacher's help
 it is determined by the child. If you
 know you have the child, the teacher
 can offer more to the child in the future
 of his teaching, as it is determined by the teacher
 himself, or by the child, or by the teacher
 or both, with only the teacher's help.
 as for the teacher, we find that at the

of our programme would be
 a small amount except in the line
 of literature and department. We should be
 one year. These would be the only
 that we have. It, say, the daily
 topics historical subjects, and the
 whole subject of the subject.
 as by degree. If the method is
 not in our view, we will be in
 with the suggestion to be made in
 by the Board of Education; it is not
 included in that pamphlet. It is
 more or less a question of the
 suggested that a small amount of
 of our programme is not of the
 both would be more and better. It
 both would appear to be a
 difficulty, but I hope the Board before
 in a more liberal way. It is not a
 7

can't see it.

I would like to see a school
 which is giving absolute freedom of
 subject education to a democracy
 which is struggling with the world.
 You want of ~~which~~ it, would be like
 to command it to be a democracy
 which has popular education ^{which} ~~is~~
 at last.

May I quote in connection a
 few lines from a pamphlet I
 wrote in 1903 to the same effect ^{which}
 in this paper; if by any means possible
 to able to persuade some!

information which I wish to convey
 in a more direct manner
 you will find of more importance to the
 officer to some extent, to the
 well-read scholar, & as a general rule
 as many to say the same of spelling.
 Though there are moderate bad
 spellers, & those are also badly written
 their spelling none will be the best
 of getting down into the hands of the
 poor & the ignorant, the children

which we called "original copy" or "original"
 as there are necessarily imperfections
~~the~~ ~~defects~~ ~~in~~ ~~the~~ ~~original~~ ~~copy~~ ~~will~~ ~~be~~ ~~seen~~ ~~in~~
 let to the public, but the results
 usually poor. This is the case with
 the 1st & 2nd editions of the 1st & 2nd editions

The 3rd & 4th editions of the 1st & 2nd editions
 for 3, though it does not by any means
 stand alone, (see length 1892, 1893)

The 5th & 6th editions of the 1st & 2nd editions
 in the 1st & 2nd editions of the 1st & 2nd editions

school in a good position of being
 a dozen years past the study of
 the (usually of one principle) the
 object in mind to acquire any part of
 the picture, not to know a great
 deal about the picture, but as it were
 to learn the picture by heart
 with the object looking, and some
 of values particularly, any way, the child
 is not longer an ignorant when
 he goes into a picture gallery.
 The older people and even some
 of the younger a slight bit of
 instruction. Here we have () the
 description of a child of
 the last stage of the education. It
 is not even in the paper, to be
 by the way, a few years ago, and
 here is a "copy" of a new illustration sent
 of him to the school to be used.

27/13/11 21540

The question of the ¹¹ children have ^{on the way} ~~in fact~~ a very clear
one of ~~current~~ ^{current} ~~teaching~~ ^{teaching} ~~of~~ ^{of} ~~historical~~ ^{historical}
parallels.

These ~~low~~ ^{low} ~~elementary~~ ^{elementary} ~~science~~ ^{science}
and studies ~~which~~ ^{which} ~~afford~~ ^{afford} ~~much~~ ^{much} ~~value~~ ^{value}
of delight. They do a good deal
of field work, keep nature diaries
& given in Ch. II, but also ~~in~~ ⁱⁿ ~~the~~ ^{the} ~~study~~ ^{study}
of scientific principles ~~for~~ ^{for} ~~the~~ ^{the} ~~study~~ ^{study}
- ~~for~~ ^{for} ~~is~~ ^{is} ~~a~~ ^a ~~child's~~ ^{child's} ~~explanation~~ ^{explanation} ~~of~~ ^{of} ~~science~~ ^{science}
tells, a boy of 8 () tells how to
know ~~where~~ ^{where} ~~the~~ ^{the} ~~tree~~ ^{tree} ~~is~~ ^{is} ~~by~~ ^{by} ~~his~~ ^{his} ~~leaf~~ ^{leaf} ~~but~~ ^{but} ~~in~~ ⁱⁿ
fact, ~~of~~ ^{of} ~~course~~ ^{course} ~~a~~ ^a ~~part~~ ^{part} ~~of~~ ^{of} ~~the~~ ^{the} ~~work~~ ^{work} ~~has~~ ^{has}
a scout ~~lets~~ ^{lets} ~~work~~ ^{work} ~~with~~ ^{with} ~~a~~ ^a ~~promotive~~ ^{promotive} ~~to~~ ^{to} ~~study~~ ^{study}
compare and plan ~~tell~~ ^{tell} ~~to~~ ^{to} ~~study~~ ^{study}
in certain district.

+ Out ~~the~~ ^{the} ~~idea~~ ^{idea} ~~is~~ ^{is} ~~playing~~ ^{playing} ~~an~~ ^{an} ~~important~~ ^{important}
part in the work of the school.

